

**HSOC 10/ HSSC 10/COLL 002  
FALL – 2003**

Tues. & Thurs. 10:30 - 12:00

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**HEALTH AND SOCIETIES: EMBRACING THE GLOBAL CONTEXT**

What is health? What is disease? Such seemingly simple questions elicit a diverse set of answers. This is true even if the population surveyed is confined to the United States. If we expand our enquiry to include other nations, times, and cultures the number of answers is truly staggering. This line of inquiry is complicated further by the fact that we live in an era in which there is a dominant model of health and disease – the biomedical model. Many believe that the application of this model makes a unified, systematic approach to all of the world's health problems possible. Is this true? Why is biomedicine the dominant model? Should it be? In analyzing these questions, how can we account for the fact that the same biological entity has been diagnosed, treated, and experienced differently within various historical and cultural contexts? Furthermore, what does asking these questions mean for the efforts of many of the world's "best and brightest" to eradicate disease and raise global health standards?

**Requirements:** The course has two hourly exams and a multi-step research assignment. The research assignment includes a set of interrelated writing tasks, and participation in a group project. Please see the **Assignment Sheet** for details on each of these tasks. Regular attendance at lectures and recitations, as well as **active participation** in classroom discussions of the reading is also expected. All books assigned in this course are available at the Pennsylvania Book Center at 130 South 34<sup>th</sup> Street. The bulk pack is available at Campus Copy, 3907 Walnut Street. Additional course material is available on a Blackboard site reached by going to the following URL: <http://courseweb.library.upenn.edu>.

**LECTURE TOPICS AND READINGS**

- |         |   |
|---------|---|
| Sept. 4 | Topic: Introduction & Course Mechanics                          |
|         | Reading: begin Fadiman, <i>The Spirit Catches You</i> , 3 - 105 |
| Sept. 9 | Topic: The "Point of Tangency" Between Healing Cultures         |

Sept. 11                      Reading: Fadiman, *The Spirit Catches You*, 106 - 153  
Topic: Pain, Suffering and “Strange Misunderstandings”

Reading: Fadiman, *The Spirit Catches You*, 154 – 209

\*\*\* film clip from *Split Horn* (2000)

Sept. 16                      Topic: The Culture of Biomedicine & other Challenges

Reading: finish Fadiman, *The Spirit Catches You*, 210 - 288

Sept. 18                      Topic: Medicine AND Technology, Medicine AS Technology

Reading: Bulkpack – Sandelowski

\*\* ASSIGNMENT 1 DUE (eHRAF)

Sept. 23                      Topic: Refining the Definition of Biomedicine

Reading: Bulkpack -- Kleinman

Sept. 25                      Topic: Uncovering the “Fundamental Social Causes”

Reading: Bulkpack – Link, et al

Sept. 30                      Topic: What is Cross-cultural Medicine?

Reading: Bulkpack – Farmer & Angell

\*\* film clip from *Dockland to Dhakar* (2000)

Oct. 2                        Topic: Sharing Knowledge & Owning Truth

Reading: Bulkpack -- Epstein

Oct. 7                        FIRST HOURLY

Oct. 9                        Topic: Patterns of Life, Death and History

Reading: Bulkpack -- Cairns

Oct. 14                      FALL BREAK

- Oct. 16                      Topic: Making Health a Public Concern
- Reading: Watts, *Epidemics & History*, intro & chap. 1
- \*\*ASSIGNMENT 2 DUE (comparing disciplinary approaches)
- Oct. 21                      Topic: Nineteenth Century Public Health & the Bacteriological Revolution
- Reading: Bulkpack – Snow & Villerme
- Oct. 23                      Topic: An Infrastructure for Health and Power
- Reading: Watts, *Epidemics & History*, chap. 5
- \*\*ASSIGNMENT 3 DUE (historical statistics)
- Oct. 28                      Topic: Scientific Triumphs and Social Costs
- Reading: Watts, *Epidemics & History*, chap. 6
- Oct. 30                      Topic: Having all the Answers
- Reading: Bulkpack – Birn & Garrett
- \*\*\*clip from *Work of the Public Health Service* (1936)
- Nov. 4                        Topic: Balancing Agendas
- Reading: Bulkpack – Paley & *Foreign Policy* editorial
- Nov. 6                        Topic: Traditional Chinese Medicine Meets Biomedicine
- Reading: Bulkpack -- Lederberg and SARS
- \*\*film clip from *To Live* (Chinese; 1995)
- Nov. 11                      Topic: Global Problems and Local Knowledge in Africa
- Reading: Bulkpack – Feierman
- Nov. 13                      Topic: Local Problems and Global Knowledge
- Reading: Packard and Epstein

**\*\*ASSIGNMENT 4 DUE (individual country report)**

Nov. 18 Topic: Health and Poverty in Latin America

Reading: Bulkpack – Scheper-Hughes

Nov. 20 Topic: Persistence of Traditional Medicine in South Asia

Reading: Bulkpack – Ashtekar and Mankad & Banarjee

**\*\*\*clips from Indian public health films**

Nov. 25 Topic: Bad Genes, Good People: The History, Politics and Ethics of Genetic Screening

Reading: Bulkpack – Cowan & Cowan

Nov. 27 THANKSGIVING BREAK

Dec. 2 Topic: World Health Organization meeting

**\*\*\*Presentations by Recitation sections**

Dec. 4 Topic: World Health Organization meeting

**\*\*\*Presentations by Recitation sections**

# HEALTH AND SOCIETIES -- TIGHE

## TABLE OF CONTENTS FOR BULK PACK

Margarete Sandelowski, "Compelled to Try: The Never-Enough Quality of Conceptive Technology," *Medical Anthropology Quarterly*, 5 (No. 1): 1991, 29 – 47.

Arthur Kleinman, "What is Specific to Biomedicine?" *Writing at the Margin* (Berkeley: Univ. of Cal. Press, 1995), 21-40

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Paul Farmer, "The Consumption of the Poor" and "Optimism and Pessimism in TB Control," in *Infections and Inequalities* (Berkeley: Univ. of Cal. Press, 1999), 184-227.

Steven Epstein, "The Construction of Law Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials," *Science, Technology & Human Values*, 20 (no. 4): 1995, 408 – 437.

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John Snow, "The Cholera Near Golden Square," excerpted from *Snow on Cholera*, reprinted in *The Challenge of Epidemiology* (Washington, DC: PAHO, 1995), 415 –418.

Louis R. Villermé, "A Description of the Physical and Moral State of Workers Employed in Cotton, Wool, and Silk Mills," excerpted & trans. from *Tableau de L'Etat Physique et Moral des Ouvriers Employés dans les Manufactures de Coton, de Laine et de Soie*, reprinted in *The Challenge of Epidemiology* (Washington, DC: PAHO, 1995), 33 – 36.

Laurie Garrett, "Health Transition," in *The Coming Plague*, (NY: Penguin Books 1994), 30-52.

Anne-Emanuelle Birn, "Public Health or Public Menace? The Rockefeller Foundation and Public Health in Mexico, 1920-1950," *Voluntas* 7(1)(1996): 35-56.

Julia Paley, excerpts from *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile* (Los Angeles: Univ. of California Press, 2001), 8-12, 143-181.

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Lederberg, Joshua, & Jonathan Davis, “Summary & Assessment,” and David Heymann, “Introduction,” *Emerging Infectious Diseases from the Global to the Local Perspective* (Washington, DC: Institute of Medicine, National Academy Press, 2001), 1 –34.

Peter Wonacott, Charles Hutzler and Kathy Chen, “Cracks in the Wall: In SARS Shake-Up, China Shows It's Not Alone in World Anymore,” *Wall Street Journal*, 21 April 2003, A1, 8.

Elisabeth Rosenthal, “From China's Provinces, a Crafty Germ Breaks Out,” *New York Times*, 27 April 2003, A1, 18.

Elisabeth Rosenthal, “Herbs? Bull Thymus? Beijing Leaps at Anti-SARS Potions,” *New York Times*, 10 May 2003, A1, 6.

Peter Wonacott, “Ailing Patient: In Rural China, Health Care Grows Expensive, Elusive,” *Wall Street Journal*, 19 May 2003, A1, 12.

Steven Feierman. “Explanation and Uncertainty in the Medical World of Ghaambo.” *Bulletin of the History of Medicine*, 2000, 75:317-344.

Randall M. Packard and Paul Epstein. "Medical Research on AIDS in Africa: A Historical Perspective" in *AIDS: The Burden of History* (Berkeley: Univ. of Cal. Press, 1988), 346-376.

Nancy Scheper-Hughes, *Death Without Weeping: The Violence of Everyday Life in Brazil* (Berkeley: Univ. of Cal. Press, 1992), 128-166.

Shyam Ashtekar and Dhruv Mankad, “Who Cares? Rural Health Practitioners in Maharashtra,” *Economic and Political Weekly*, (Feb.) 2001: 448 – 453.

Madhulika Banarjee, “Public Policy and Ayurveda: Modernising a Great Tradition,” *Economic and Political Weekly*, (March) 2002: 1 – 14 (online).

Ruth Cowan, “Genetic Technology and Reproductive Choice: An Ethics for Autonomy,” *Ethics, Law and Society*, 244 – 263.

Ibid, “Aspects of the History of Prenatal Diagnosis,” *Fetal Diagnosis and Therapy*, vol. 8 (no. 1 suppl.), 1993: 10 –17.

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**HEALTH & SOCIETIES – TIGHE**

**RESEARCH LITERACY ASSIGNMENTS**

The purpose of these assignments is to introduce you to information crucial to research on global health. By investigating various forms of health knowledge—statistical, anthropological, biomedical, economic, political and sociological—these assignments will help you think about public health in historical and cultural perspective.

Answer **in good prose** every question on each assignment and **hand those answers in to your TA on the Thursday class of the week for which the assignment is due.**

You must carefully document the sources you use for this assignment. Give a complete citation for your data source, including, if applicable, table number and page. Follow to the letter the examples in the HSOC style guide. Your TA may ask you for a photocopy of your data source.

Many assignment questions have several parts, so be sure you've answered everything asked before you turn in the assignment.

There are FOUR of these assignments. They are interconnected and designed to help you with the final assignment in the class, which is the mock World Health Organization group project.

## **ASSIGNMENT 1: Health in Different Cultures (EHRAF)**

**Due: Sept. 25      Length: 2-3 pages      Grade points: 10**

Using the library's E-Resources, visit the web site for the electronic Human Relations Area Files (eHRAF) for ethnography (not the one for archaeology).

1. Go to the on-line tutorial available through the site's Help pages and answer the questions below as you go through the tutorial: ([http://www.yale.edu/hraf/tutorial\\_intro.htm](http://www.yale.edu/hraf/tutorial_intro.htm)).

- What is an 'OWC code'?
- Who is the author of the document titled "The Sun God's Children?"
- What is a 'OCM code' and what is 'OCM 753'?
- What are the three search terms used in the tutorial for Text Searching?

2. Read the introduction to the eHRAF's "Causes of Disease" exercise at: [http://www.yale.edu/hraf/cause\\_disease.htm](http://www.yale.edu/hraf/cause_disease.htm).

The exercise contains multiple choice questions about six different articles. Choose TWO of those articles and answer the questions about them. Be sure to make it clear on the assignment you turn in which two sets of questions you chose to answer—making the TA guess greatly increases your chances of a low score for the assignment.

3. Search the eHRAF for the country you have chosen to investigate for this class. What cultural groups in your country does the eHRAF have information on?

If the eHRAF lists no cultural groups for your country, brainstorm about other resources you could use to find out about your country's cultural groups. What resources would you use?



## **ASSIGNMENT 2: Disciplinary Approaches to Health**

**Due: Oct. 16      Length: 3-5 pages      Grade points: 11**

This assignment will have you browse through journals of different disciplines for information on health in the country you have chosen to study. This will not only introduce you to various ways to study health, it will also be useful research for your Country Study papers due Nov 6. You might want to create a bibliography of useful sources besides the articles you turn in for this assignment, since you will be needing one in a few weeks.

1. Browse through journals and photocopy (2 copies of each article):
  - A historical study of health in your country
  - An anthropological or sociological study of health in your country
  - A policy study of health in your country
2. What criteria make you identify each article as historical, anthropological, sociological, or policy study?
3. What are the major sources used as evidence in these articles, and how many of those sources are available here at Penn?

Hand in a copy of each article along with your written answers to the questions above, and be prepared to discuss these answers in class, especially #3's query about sources of evidence

## **ASSIGNMENT 3: Historical Statistics**

**Due: Oct. 23**

**Length: 3-5 pages**

**Grade points: 10**

This assignment asks you to analyze government health statistics in printed sources. These sources give historical information about public health generally not available from on-line databases or current journals. These sources used in conjunction with the online statistical sources available can give you a good sense of how health in your country changed or did not change over time.

Go to one of the volumes listed below for the geopolitical region you have been assigned and answer the questions on the next page. (For example, if your region is North Africa, you could choose one of the volumes of the Ethiopia Statistical Abstract for 1964, 1970, 1971 or 1972.)

IMPORTANT: Several people may need to use a single volume, so if you take a volume to photocopy or read at a carrel, be sure to return it to the shelf when you are finished. None of these volumes should ever leave the library.

### **Africa, Northern**

Ethiopia Statistical Abstract

1964, 1970, 1970, or 1972

Van Pelt: HA 1961 A3

### **Africa, sub-Saharan**

Kenya Statistical Abstract

1964, 1967, 1968, or 1969

Van Pelt: HA1977.K4 A3

### **Asia, South**

Statistics of British India

8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> issue

Van Pelt: HA 1713 A72

### **Asia, Southeast**

Statistical Yearbook, Thailand

1945-55, 1952, 1963, or 1967/69

Van Pelt: HA 1781 A3

### **Asia, Middle East**

Statistical Abstract of Syria

1955, 1956, 1959, or 1960

Van Pelt: HA 1941 A32

### **Asia, East**

Korea Statistical Yearbook

1963, 1970, or 1972

Van Pelt: HA 1851.S8

### **Caribbean**

Statistics of Puerto Rico

1949/50, 1950/51, or 1952

Van Pelt: HA 901.A47

### **Central America**

Mexico Anuario Estadístico

1938, 1942, or 1943

Van Pelt: HA 761.A34

### **Europe, Eastern**

Anuarul Statistic al Romaniei

1926, 1927, or 1928

Van Pelt: HA 1641 A2

### **Oceania**

Statistics of New Zealand

1917, 1918, or 1919

Van Pelt: HA 3033

### **South America**

Uruguay Anuario Estadístico

1904-06, 1907-08, or 1909-10

Van Pelt: HA 1071

### **ASSIGNMENT 3: Historical Statistics (continued)**

As you answer the questions below, keep in mind that this is not meant to be an essay assignment or a paper; keep your answers brief. A short paragraph (or less) for each question will be sufficient. BUT, you will be expected to knowledgeably discuss your answers and respond to other questions about the volume, so be sure you know more than you write down.

And again, the questions are multi-part, so be sure you've answered everything before you turn in the assignment.

1. What kinds of health information are contained in the volume you chose? Assuming any kind of data could be collected (which is a big assumption), why do you think they chose the type of data they did? What do the kinds of data tell you about what the government felt was its most pressing health problem? (Analyze the material, don't just photocopy pages.)
2. In the categorization of the data, the government has presumably divided its people and their health problems into the most useful classifications possible. Does the categorization of the information make sense to you? Why or why not? In your view, what different categories could make the information more useful?
3. What do you think are the most serious health problems facing the country? Explain your reasoning and cite supporting statistics from your volume.
4. What is the earliest year for which public health data is available in Van Pelt for this country? Explain why you chose this year.
5. Look up your volume in Franklin. What are its subject headings? What other publications are available under those subject headings? What similar subject headings would list other useful health information for this country? (Analyze the material, don't just photocopy pages.)
6. What is the earliest public health data for this country available through the U.N. Statistical Database ('UNSTATS' in the library's E-Resources)?
7. Browse through the shelves of the HA section in Van Pelt. Census publications from many countries are collected there. What non-western country or countries do you think are best represented in Penn's collections? What other library sections might be useful in researching international health?

## **ASSIGNMENT 4: INDIVIDUAL COUNTRY REPORT**

**Due: NOV. 6**

**Length: 7 - 10 pages of text  
(endnotes not counted as part of this total)**

**Grade points: 25**

Use the insights you gained from the three research assignments, lectures, and class discussions to write an analytic health profile of your country. Include information about the history and development of your country in order to provide a context for the health profile you are creating. Do not forget to consult the leading data banks such as the World Health Organization, the CDC, the World Bank and the health department of your country for information about the basic patterns of health and disease in your country.

The following set of questions should be used to guide your research:

- A) Briefly, what are the main contours of this country's history? What social, political, economic and cultural factors have played a role in your country's experience of disease and health? For example, what is your country's ethnic and religious makeup? Are there any indigenous healing traditions? Who are the healers and what are the dominant therapeutic ideas and practices? What has been its relationship with Western powers? What has been the role of events such as war and/or natural disasters?
- B) What has been your country's experience with Western biomedical traditions? When, for example, did they first encounter these traditions and under what circumstances? What social, political and/or cultural factors informed this encounter with the West?
- C) What are the basic demographic and epidemiological patterns? How have they changed over time (it may be useful to pick 2 or 3 time periods critical to your country's history as markers and compare health and disease patterns)?
- D) What are the major health problems of this country? Why are they a problem? For example, is clean water an issue? Malnutrition? What are the prevalent diseases (make sure you understand the natures and manifestations of these diseases)?
- E) What resources are available to fight these diseases and promote health? Are there international agencies, corporations, foreign governments (foreign to your country) &/or other groups contributing to this country's health resources? Who are they & what is the nature of their contribution?

\*\*\*Remember this assignment is an analytic essay, not merely a data dump. The questions above are to guide your research, but the answers are the raw material of your essay, not the final product. All essays should be double-spaced and adhere to the citation guidelines in the class Style Manual.

